

# Why Faculty Matter

Presentation

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# CHANGING CONTEXT

From Focus On

To Focus On

**Faculty**  **Learning and Engagement**

**Generational Changing of the Guard**

**Individualistic Ways  
of Working  
“My Work”**  **Collaboration and  
Engagement  
“Our Work”**

**Culture of Unexamined  
Assumptions**  **Culture of Evidence**

**Career Dependence**  **Career Resilience**

**Complete Scholar**  **Unbundled Role or Networks  
for Learning**

**Collegial Culture**  **Managerial Culture**

## Collegial Culture

- Liberal Arts
- Research University
- Faculty-oriented
- Peer Review
- Peer Leadership
- Community of Scholars
  - Tenure
  - Academic Freedom
- Shared Governance
- Qualitative Judgments
- Merit

**Prestige Economy**



## Collaborative Culture

- Learning Organization
  - Bi-cultural
  - Creates Future
- Generative Communication
  - Pro-active
  - Interdependent
- Systemically-oriented
- Learning Centered

## Managerial Culture

- Corporate Sector
- Bottom Line
- Accountability
- Efficiency
- Productivity
- Technical Leadership
- Quantitative
- Hierarchical
- Customer-oriented
- Worth

**Market Economy**

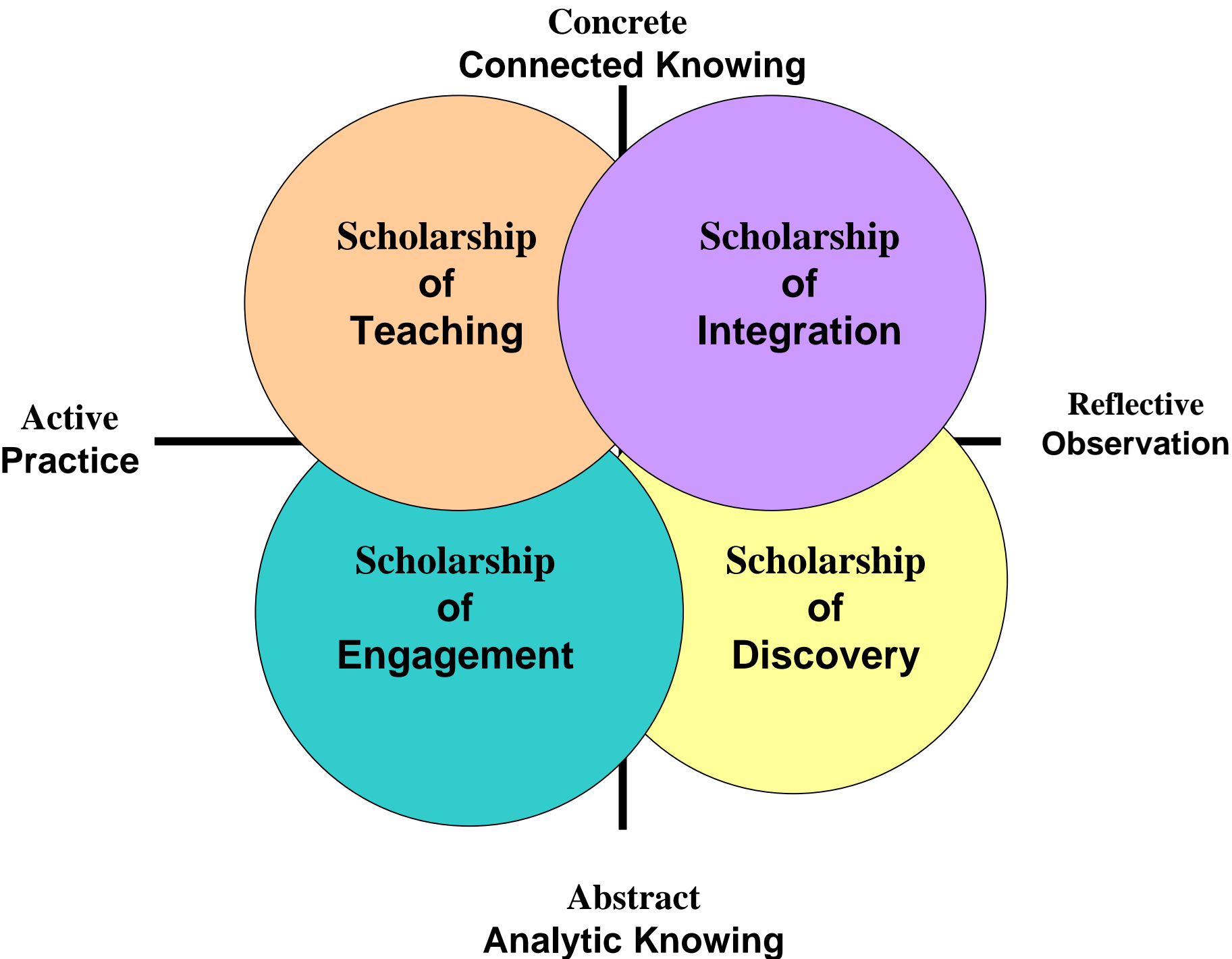


# The Assumptive World of the Academic Professional

- RESEARCH is the central professional endeavor & the focus of academic life.
- Quality is preserved through PEER REVIEW and the maintenance of PROFESSIONAL AUTONOMY.
- The pursuit of knowledge is best organized according to DISCIPLINE.
- REPUTATIONS are established through NATIONAL and INTERNATIONAL PROFESSIONAL ASSOCIATIONS.
- Professional rewards and mobility accrue to those who persistently ACCENTUATE their SPECIALIZATION.
- The distinctive task of the academic profession is the pursuit of COGNITIVE TRUTH.

# The Overflowing Plate

- RESEARCH
- PROFESSIONAL AUTONOMY
- PEER REVIEW
- FOCUS ON DISCIPLINE
- PROFESSIONAL ASSOCIATIONS
- SPECIALIZATION
- COGNITIVE RATIONALITY
- TEACHING
- PROFESSIONAL ENGAGEMENT
- PUBLIC ACCOUNTABILITY
- STUDENT EVALUATION
- ASSESSMENT OF LEARNING
- CROSSING KNOWLEDGE DOMAINS
- LOCAL NEEDS
  - Institution building
  - Broader community
- INTEGRATION OF KNOWLEDGE
  - Bridging theory and practice
- DIFFERENT APPROACHES TO KNOWING



**CONCRETE  
CONNECTED  
KNOWING**

**Transformation of  
Knowledge and  
Attending to the  
“Making of  
Meaning”**

**Integration  
and  
Synthesis**

**ACTIVE  
PRACTICE**

**REFLECTIVE  
OBSERVATION**

**Application of  
Knowledge and  
Learning from  
Practice**

**Discovery  
and  
Advancement**

**ABSTRACT ANALYTIC  
KNOWING**

# **National Survey Chief Academic Officers**

**(Reflects changes over 10 year period)**

**Most frequent changes:**

- 1. Expanding the definition of scholarship used in faculty evaluation policies 75.8%**
- 2. Incentive grants to support multiple forms of scholarship 74.6%**
- 3. Flexible workload programs 40.5%**



## **Catalysts for Change**

- 1. Leadership (Provost)**
- 2. Grassroots efforts by faculty**
- 3. Alignment with mission**
- 4. External reform pressures**  
**(e.g. *Scholarship Reconsidered* - 63%)**

## **Sources of Faculty Stress**

- 1. Teaching load**
- 2. Pressures to excel in all areas of faculty work simultaneously**
- 3. Work / family balances**

# **Reward Systems**

- 1. Scholarship of Teaching and Learning & the Scholarship of Engagement:  
-being rewarded at increasing rate**

**BUT, research expectations rising at same time**

- 2. Encouragement of *institutional service* also rising**
- 3. Success in tenure & promotion has remained the same  
(7 in 10)**
- 4. Reward systems supporting multiple forms of scholarship:  
-leads to increased involvement in scholarship of teaching & learning &  
-engaged scholarship**

# Two Tramps in Mud Time

Only where love and need are one,  
And the work is play for mortal stakes,  
Is the deed ever really done  
For Heaven and the future's sakes.



-- Robert Frost  
1936